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ABSTRACT

These ideas and suggestions for teaching children of all ages the basic skills are for use by both parents and teachers. The first materials provided are information for parents regarding their role as teachers, providing experiences for children to learn, and encouraging children to think and respond. Activities are then suggested for teaching the alphabet, simple sounds and words, and reading readiness. More suggestions for teaching children to read follow. A section of skills and basic activities charts activities that teach a reading skill, basic and related activities, and materials needed. A variety of skills are then covered, with directions provided for teaching a child to estimate, tell time, and use fractions. Other activities are described that use newspapers and magazines to involve the child in identifying pictures, basic shapes, letters, and animals and in creative writing. Suggestions for using kitchen and vacation experiences for teaching are made. A mastery list for first grade reading level, news article, and bibliography are appended. (YLB)

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These Are Our Children

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INTRODUCTION

The following ideas and suggestions for teaching children the basic skills may be used by both teachers and parents. Creative teachers and parents have utilized these and a multitude of additional ideas throughout the years. These "down to earth" specific activities can be used by the trained and the novice to make learning fun and beneficial to children of all ages.

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SELF-ESTEEM

I HAVE FEELINGS

THE TENDER PATH FOR PARENTS

The touch of love is worth a thousand words.
A smile of encouragement heals a small defeat.
Some good food and family fellowship,
Spread the important feeling of contentment
and well being.
Praise at the time of every achievement
always leads to much greater things.
Angry looks, rude behavior or ugly, hard words
can whisk away confidence in one jarring blow.
But to lead a child gently through times of
learning can bring rewards beyond all measure.
Just to see the light of understanding shine
and hear a gleeful voice proclaim,
Now, I see it!

- Nanette Gibson Carter
Pike County Teacher, Retired

A FAMILY AFFAIR

All Parents Are Teachers!

Since the beginning of time, all parents have been the child's first teachers, whether we wish to admit it or not-whether good or bad. Early pioneer parents were masters in the ability to utilize every-day materials that were available, and therefore taught their children many basic skills, even though they may not have been aware that this learning was going on.

". . . the fact remains that now, perhaps more than ever before, the family and school together must be held accountable for the right of every learner to be fully educated, a right which together they both guarantee."[1]

The home environment still is the most powerful factor in determining how a child will do in school, says educator Benjamin Bloom at the University of Chicago.

When Learning Is Fun

[1]Fantini, Mario D., "The Right to Quality Education," Educational Leadership, January, 1981, p. 236.

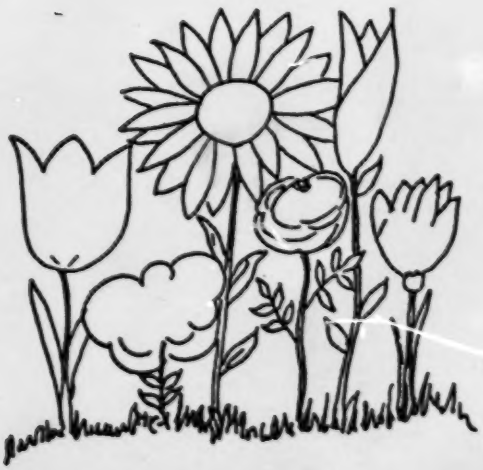
Give Your Child Many Experiences

Children Learn by Doing!

Your children need many experiences. Begin at birth to involve your child in his world around him. Talk to him in adult talk as you cuddle and take care of him.

Take trips and talk about what you see. Point out the wonders of nature and help him to train his eyes to "see."

Walk! Walk! Walk! Walk or stroll around the neighborhood, park, fields, woods, etc. Look and talk! When you visit the grocery store, extend his vocabulary. Teach him to read picture labels and then the words. Children will learn a wealth of words as you make these experiences fun and learning activities.



Go fly a kite! Watch a butterfly flit among the flowers, watch the birds fly through the air. Examine a discarded nest. Smell the flowers. Watch an ant bed working and building. Read about these wonders of nature and give your children a glimpse into these miracles.

Talk about the world of plants and animals and all the world of nature.

Read! Read! Read! Read many books to your children. Read about people, places, and things in the world around them and about places they cannot go.

Help your child to learn to:

1. Listen-really listen and follow instructions.

2. Express his ideas-speak in complete sentences and grow in using a variety of words.

3. Look at a picture and see what is happening or what is missing.

4. Retell some of the things that happened in a story.

5. See events in proper sequence and order. What happened first, what happened next.

6. Be able to recognize articles and objects that either are alike or are different.

7. Make believe-encourage your child to pretend: play mama, play daddy, play school, play teacher, play student.

8. Encourage your child to ask questions. Why? Where? How? Who? Encourage the curious mind!??

Through this avenue your children will have practice in reading aloud, for the more they read the better reader they will become.

When your children learn to read and read well, they will gain a better self-concept and feel good about themselves as they explore the world of the written word.

Be pleased and proud if your children are inquisitive and interested and want to know things. Answer the questions as patiently and intelligently as you can-on their level, but no "talking down" to them. Of course, you will not know all the answers; but you can help them find the answers in books at home or elsewhere. Help establish the "let's find out" attitude at a young age. Remember the ancient Chinese proverb that says,

"Tell me,
I forgot.
Show me,
I remember.
Involve me,
I understand."

Repetition helps nail it down! Stretch the imagination! Reach beyond the here and now of reality.

ENCOURAGE YOUR CHILDREN TO THINK AND RESPOND!

1. Help them to express their thinking and ideas through their speaking ability.

2. Stress that they should think while they read; help them to increase their vocabulary, and their ability to express their thinking will expand.

3. Open the doors to the world of music and lead your children inside-beginning at birth. The lullabies, nursery rhymes, and expressions of love that parents have sung to their children throughout the ages have taught youngsters many new words and understandings. They learn new words while they respond to the rhythm of the music.

4. As children grow and learn to love music, they learn to clap and make body movements to this rhythm as they relax and express their inner feelings.

5. Encourage your school to provide adequate time and creative experiences for your children in all the arts. Remember-add the arts for a total education.

ABC's
+ ARTS

100%

LET'S MAKE AN ALPHABET BOOK AND LEARN

To help your child learn the letters of the alphabet and have fun doing it, many items around the home can be utilized.

1. Cut out the 26 capital letters, using old newspapers, grocery bags, sandpaper, felt, etc.

2. Let your child feel and talk about the letters.

3. Make a booklet and let him paste them on each page. The booklet can be made of newspapers, bags, construction paper, sheets, etc.

4. Talk with your child about words that begin with the sounds of these letters. (Begin with one sound and gradually add other letters.)

5. Encourage your child to cut out pictures-from old catalogues, newspapers, and magazines- that begin with the different sounds.

6. Help him identify objects in the home and name the beginning sounds.

7. Let him also paste pictures on the page in the booklet that tells the beginning sound.

LET'S GO A STEP FURTHER

As the child grows in this skill, he can work with ending sounds in the same way, and then middle sounds. Proceed slowly enough that he is not confused.

1. When he has mastered the capital letters, introduce the small letters and teach him to match the capital letter that fits.

2. Cut out pictures of leaves, feet, eggs, etc., and put a letter of the alphabet on each one. These may be displayed on a wall, floor, window, etc.

3. As the child matures he should begin tracing and writing his letters, using capital letters with left-to-right movement.

4. Letter Sound - Make a page for each letter of the alphabet. Ask your child to cut out pictures that begin with each letter and paste them on the matching page.

5. Practice - Print words on two identical cards. Two or more people may play the game. The cards are placed in an upside-down pile on the table. Each player draws a card from the pile and reads it aloud. If the word matches that of any other players' cards, they may take these cards if they can read them. In this way each player reads some of the same words several times.

a. More difficult words can be substituted as as the children master the beginning list.

b. Build up to Dolch Basic Sight Word List. (Appendix 1)

b. Suggested Beginning Words -

I	was	man	hop	box	sit	red	six	yes	bad
no	run	did	jump	walk	not	when	stop	let	

a. Pick a long vowel sound (as e in me), ask the child to find and cut out pictures of things which have that sound in their name.

b. Paste the pictures together on a piece of paper. Practice saying the long e words over and over.

c. At a later time select another long vowel (as e in bevel), and repeat the activity.

d. Continue until all long vowels are learned.

e. Do the same activity with short vowels when the child is ready for them.

f. Later, the different spellings for each sound can be presented as: e
ee for e
ea

Pictures will be selected that fit each spelling pattern.

READING READINESS

1. Encourage your child to cut out pictures of grocery items from newspapers. Help him to group them into certain categories:

   (a) vegetables
   meats
   fruits

   (b) Things used to wash clothes and clean house

   (c) Things to drink

   (d) Things he would buy first

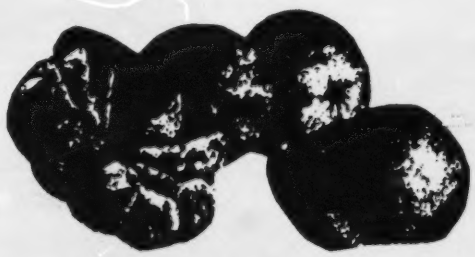
2. Cut out the headlines that are in large letters from several newspapers and place in a box.

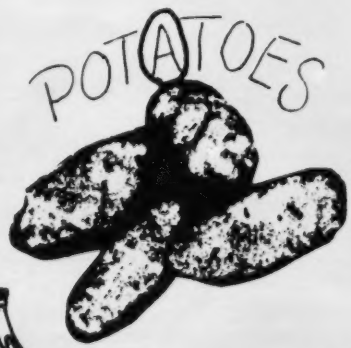
3. On Monday ask the child to draw a red circle around all A's.

4. On Tuesday ask the child to draw a blue circle around all W's, etc.

5. As the child progresses, the instruction may be written for the child to follow.

6. The game is played, "What Letters Do I See?". The child tries to identify as many letters in sequence as possible from any written material.





Oranges

Gatorade

Bleach

Fun for the Whole Family!

LET'S LEARN TO READ!

HAVE YOU READ TO YOUR CHILD TODAY?

PARENTS - YOU CAN HELP YOUR CHILDREN LEARN TO READ!

1. Read to your child from a very early age.

2. Read yourself and share what you read.

3. Listen to your child read. Discuss what has been read.

4. Encourage your child to talk and really listen.

   Encourage the development of speaking in complete sentences.

5. Give your child books for gifts on birthdays, etc. Join a book club on his level.

6. Subscribe to a daily newspaper. Read articles aloud and discuss.

   Encourage your child to establish this habit as soon as possible.

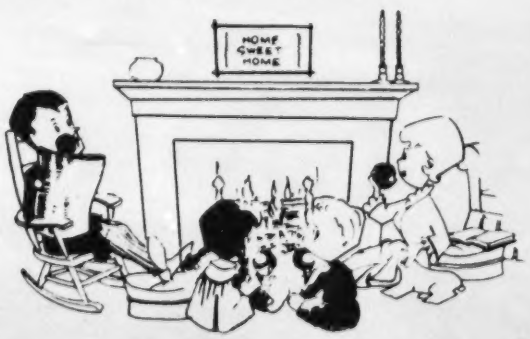
   Encourage the clipping of ads, pictures, letters, etc.

7. Join and use your public and school libraries. Secure a card for your child and let him choose the books he wants to read.

8. Medicine-cabinet reading - concentrate on reading labels on bottles, boxes, jars, and tubes found in the bathroom.

   Use only those that are not dangerous and poisonous with small children. This will also aid in teaching that no drug is put into the body without parental instructions.

9. Reading in the kitchen - read the labels on cans, boxes, etc. This teaches the names of contents and can lead to the reading of menus and measurements of contents used in preparing recipes.



10. Reading pertaining to hobbies - reading record covers, cards of sports figures, instructions for playing games, construction of models, etc.

11. Reading signs when traveling - reading and playing games of locating license plates from certain locations, reading directions and road maps.

12. Reading charts placed in strategic places throughout the home and changed periodically might include:

    a. *Inside bathroom door - large chart of a poem that child will learn effortlessly when he spends time in the bathroom.*

    b. *Vocabulary list of new words the family has been discussing in the news be placed on inside of the bathroom door.*

    c. *Schedules and notes placed on refrigerator door. For the young child a simple picture can be substituted for a word he may not be able to read in the sentences.*

    d. *Schedules for study, quiet time, baths, meals, etc., can be placed on bulletin board and child encouraged to read and follow.*

LET'S PLAY GAMES!

Schedule a time to play games in the home. These might include:

a. Who am I? Give some facts about a character in a book, historical figure, or famous person in sports etc. and let the child identify the person. As the child advances he may provide the clues and let you tell the character.

b. Where do I live? Repeat the process above except use clues to identify states, countries, climate, people, etc.

SKILLS

AND

BASIC ACTIVITIES

SKILL	BASIC ACTIVITY	RELATED ACTIVITY	MATERIALS
Making "Word Families"	With your child, select some basic words to build "word families". Encourage him to build as many as he can by adding a beginning. Example: old sold hold mold bold cold fold gold told	Include other groups of letters such as: an en ay et Read aloud all the words that are built and gradually move into more difficult ones.	Construction paper for writing words cut into strips.

Excitement Lies Ahead

SKILL	BASIC ACTIVITY	RELATED ACTIVITY	MATERIALS
Recognizing sight words and understanding categories	To recognize words on cards and be able to place them into proper category. Print on each box or bag one of these categories: Animals Toys Food Print one word on each card from the list below. Turn the cards upside down. Let your child choose one card at a time, read the word, and place in the appropriate box. box kite egg dog top apple cat doll bread goat truck milk camel skates peach deer	Categories and words change to make easier or more difficult to meet the level of the child. (Children also enjoy this activity on rainy days.)	3 boxes or bags 3 x 5 index cards or paper cut into strips

SKILL	BASIC ACTIVITY	RELATED ACTIVITY	MATERIALS
Making words into sentences	Make up 4 simple sentences and write them in three parts on three different colors of paper. Example: <u>Green Paper</u> <u>Yellow</u> <u>Blue</u> You run home They walk to the movies etc. Place all the green pieces in one group, the yellow in another group, etc. Ask your child to make up sentences by taking a word or phrase from each group. Ask him to read the sentences aloud.	Make up more difficult words and phrases to be used in sentence structure as the child progresses. This leads to recognition of subjects and predicates and parts of speech. Children may take turns in making up words and phrases for each group.	3 colors of strips of paper

SKILL	BASIC ACTIVITY	RELATED ACTIVITY	MATERIALS
Vocabulary Development	Select a picture and ask your child to describe what he sees. Write down all the descriptive words and phrases on paper. Ask questions to encourage more answers. As how the person in the picture must feel, why he feels that way. How he thinks he would feel in the same situation. Arrange all the descriptive words on a large chart and read them together. Repeat every few days. Use the words to describe other pictures, people, stories, etc. Use them in sentences and try to bring them into the dinner conversation.	Continue with vocabulary building and charts as new words are learned and used. Ask the child to read an article in the newspaper and mark the words that are used to describe a scene, an accident or event. Place several objects in a paper bag. Close the bag and let your child slip his hand in and touch one of the objects and describe how it feels. Example: Use a whole coconut, etc. Write down the description.	Colorful and interesting pictures that appeal to all ages and that express a feeling or sense of beauty. paper pencil a paper bag of objects to touch and feel newspapers

18

SKILLS	BASIC ACTIVITY	RELATED ACTIVITY	MATERIALS
	My Vocabulary 1. beautiful 2. lovely 3. picturesque 4. colorful 5. sad 6. tired 7. worried 8. pretty 9. exquisite 10. bonny	My Vocabulary 1. hard 2. rough 3. coarse 4. round 5. uneven 6. bumpy 7. hairy 8. craggy 9. ragged 10. shaggy 11. scraggy 12. wrinkled 13. scaly	

SKILLS	BASIC ACTIVITY	RELATED ACTIVITY	MATERIALS
20	Read aloud a paragraph from a story. List the words that describe something in the story. Use these words in a paragraph your child writes. Discuss the words and what they mean. Continue vocabulary development: Write the words on one strip of paper and the meaning on another strip. Ask your child to match the words with their meaning. During the meal, play the game with all the family-one gives a descriptive word and another tells what it means. Discuss and describe a sunset in a variety of ways. Adventures with books		

CONTINUE TO THINK AND MAKE JUDGMENTS

Can your child make decisions? Help your child develop this skill. This can begin at an early age on a simple scale as the child decides what he wants for a meal and you help him see that if he is choosing only sweets he is not making a wise decision.

As he grows and develops in the "everyday world", he can begin to develop skills for making wise decisions and solving problems.

Ask your child to read a story or an article from a magazine, newspaper, or book. Ask him questions such as:

1. *Does it have more than one possible solution?*
2. *Does he agree with the idea the author presents?*
3. *Could he have handled it a different way?*
4. *What should be done about it?*
5. *What are the important facts?*
6. *What will happen if he follows through with his idea?*
7. *Where can he find additional material on the subject?*
8. *How can the opinions expressed on T.V., by his friends, family, etc. help him make a wise decision?*

LET'S LEARN TO ESTIMATE!

Teach your child to speculate - to estimate. This technique can give your child good experiences in solving problems and also provide fun as he develops this skill.

1. *Give him thought-provoking questions such as:*

   a. *How many steps is it from the table to the refrigerator?*

   b. *How many cans of soup are on the pantry shelf? If we eat one can a day, how long would it take for the family to eat all the soup?*

LET'S LEARN TO TELL TIME

Clocks seem to fascinate each child. He is interested in knowing what time it is as soon as he becomes aware that his life evolves around time. A child feels great when he can tell you what time it is instead of asking you.

1. *Use paper plates or an old clock in this exercise. Use the top side of the plate for the face of the clock.*
2. *Write the numbers around the edge of the plate.*
3. *Cut out two strips of paper for the hands - one long and one short.*
4. *Attach the hands to the plate with a brad.*
5. *Show the child where the hands are when it is bedtime.*
6. *Practice this for several nights. Then add mealtime, etc.*
7. *Read a story to him that has a time of day mentioned. Show him the time on the clock.*
8. *Make a schedule chart.*
9. *Show him where the hands are when it's time for him to get up, etc.*

Gradually add other experiences until he learns the skill of telling time.

LET'S LEARN FRACTIONS

Begin at an early age with simple fractions.

1. Cut an apple in half and talk about it.
2. Use a measuring cup and fill it with water. Talk about how much water you have.
3. Fill the cup half full now and discuss how much water you have now.
4. Let the child practice measuring one cup and one-half cup. For practice he might use macaroni, rice, dried beans, etc. until you are sure he understands what one cup and one-half cup mean.
5. Let him cut a pie in one-half and cut a stick of oleo in one-half. This shows him that one-half does not always refer to a cup.
6. Let him try a simple recipe using one-half, and when he is ready you may introduce other fractions successfully.

You can also introduce measuring spoons and other items that can be measured and counted.

LET'S USE OUR NEWSPAPERS AND MAGAZINES

A wealth of teaching materials is usually found in each home and discarded daily. Let's put our newspapers and magazines to additional use and help our children learn! learn! learn!

1. *Pictures* - *Share the pictures with your children, beginning at a very early age.*

    a. *Begin with a simple picture and pronouce boy if that is what it is.*

    b. *Discuss what is shown in the picture as the child progresses. Later, let him tell you what he sees in the picture. This should progress from one-word answers until he is using sentences to express what he sees.*

2. *Basic Shapes* - *Let him find as many of the basic shapes as he can in the pictures (circles, squares, rectangles, triangles).*

3. *Letter Classification* -

    a. *Cut letters from the headlines and let your child identify them, place them in sequence, and read the alphabet. (These may be kept in an envelope or folder for further use.)*

    b. *Later he may tell the sound as well as the name.*

    c. *This activity may also lead into the same activity using the small, or lower case, letters.*

    d. *The letters may also be used to spell out words as the child advances.*

4. Animal Classification -

a. Cut out pictures of animals. Help the child to recognize and classify them.

b. Discuss where they would be found.

c. Label some boxes or envelopes for the child to sort the pictures into:

found on farm

found in zoo

found in woods

used for pets

5. Creative Writing -

a. Choose a picture and ask your child to write a few sentences about what it tells. This could advance until he can write a whole story as if he were a reporter.

b. Choose a story. Remove the ending. Ask the child to write how he thinks the story ended. Compare what he has written with the real story.

c. Ask your child to choose a front page. Have him read a headline that interests him. Ask him to write his own headline for the story. Ask him to tell what happened in sequence in the story as if he were there. 1st, 2nd, etc.

d. Discover the difference between fact, fantasy, and opinion. Help your child discover the difference between a fact, a fantasy, and an opinion.

(A fact is information that is true. A fantasy is an imagined fancy. An opinion is what someone thinks.)

Read articles aloud together. Discuss if they are fact or fantasy. Why is it not true or false, etc. Then ask the child to rewrite it to be what it is not.

Encourage your children to express their ideas in poetry and prose.

For what is your life,
but bits and pieces.
A bit of kindness here,
Lots of laughter,
Joy in the morning,
Tears at night,
Sorrow that colors the soul,
Laughter of children,
Love in their eyes,
Those who count you worthy.

I could live my life out
in a small house;
On the edge of a wood,
with one I love,
My books, good music
and nature,
And work a plot of land.

- Olene F. Barron

In the stillness of
The night white cotton
Balls fall from the sky.
The wind lets out a very
Sad cry.

And the big black
Pillows meet in a
Conference while the
Big waterfall overflows
In the sky.

- Kim Dykes
11 years old
2-4-80

A Long Journey

In the stillness of the night
A tiny deer is sleeping
While its mother
Comforts
It

For when they awake they must
Travel on for they are
Not there yet
It is
A long journey.

- Kim Dykes

**

PAPA

In early May I remember you, Papa.
As I hoe the string beans I can
Visualize your garden across the road
in front of the house.
I find myself straightening during the
Hoeing and I stare down the hollow,
down across the broad
flat fields that you
took so much pride in.
In your lifetime these fields bloomed.
How beautifully the crops were planned
And lovingly worked by faithful
tenants who plowed
the very finest mules
in Lebanon community.
You were a good farmer. You loved
Your land and you instilled that
Deep conviction into each of your children.

Papa, the fields are yet broad and flat
And smooth. Your two grandsons are
Now plowing blue machines over the
Big field where the ghostly chestnut
Trees stood. One tractor is spraying
a powerful chemical on the ground. The
stuff keeps weeds from
coming up. Imagine, Papa,
no hoeing the corn and
peanuts, ever!

The corn is now over a foot high. Charles
Laid the Marion field by last week. The
Hammock on the river was to replant,
Surprisingly. Would you believe, they're
Just putting the peanuts into the ground!
In your day, by now, they'd be barred off.

A soft breeze brings the sweetest
Scents ever. It's a mingling of China
Berry blooms and the running honey
Suckle. When you and I used to walk
Over the farm, we talked about such
Things. Remember how you taught me
the names of trees,
how to recognize birds,
how to tell time by your shadow,
and how a person becomes?

I do.

These days I find myself thinking
A whole lot like you. I just can't
Garden the way you did. Somehow
I can't fertilize things right. The
Tomatoes, for instance, appear to be
Stunted. But the weightier things
Are deeply ingrained in me. You taught
me to respect and revere nature,
to fiercely protect freedom,
to work hard and produce,
and to love your land.

Here is my garden, in the ecstasy of a late
Spring afternoon, trampling on Holy
Ground, you are with me. I
feel your presence
quietly accompanying
me as I pause
again and listen to the
Song of the first whipperwill. We always
did like that, didn't we?

- By Patsey Harris Lucas
Creative Teacher
Shellhorn School

** Pike's Peek at the Past, Vol. III
Pike County Schools, Troy, AL

e. Find an article in a magazine or newspaper. Read the article to your child. Discuss the facts and opinions presented. Discuss why they are facts or opinions of the writer.

f. Find another article. Ask your child to draw one line under the facts in the article and circle the opinions.

g. Practice rewriting articles and change opinions to facts and express own opinions.

6. Use the For-Sale-Ads-Examine the for-sale pages. Discuss how you find the store where the best buys can be found.

a. Plan a menu. Pretend you have $10.00 to spend for dinner for 4. Let your child do selective buying for a balanced meal. When he is ready, let him do the buying.

b. Cut out numerals. Place in envelopes. Let your pre-schooler learn to recognize and read them. Later, use them for him to place in sequence. (They may be pasted on construction paper or cardboard so they will last longer and stand out.)

c. Cut out pictures of cans of food or other items. Let your pre-schooler count the pictures and place the correct numeral beside it. Let him sort numerals and arrange in rows going from left to right.

7. Ask your child to read the grocery ads.

a. Ask him to then find words in the newspaper that describe items he sees in the ads:

bread

Clorox

soap

broom

milk

b. Ask him to write the adjectives by the item. (He might be challenged to add to the list each day for a week as a contest to see how many he can possibly find.)

WE LEARN IN THE KITCHEN

Learning becomes fun when all the family join in the activities. As soon as a child recognizes the different utensils used in eating, he can be taught to place likes and unlikes in sets; all spoons together, forks, knives, etc.

1. Learning Names

   a. What are the names of the different utensils?

   b. How many spoons do we have? forks? knives? Do we have the same number of each utensil? If not, which one do we have the most of?

2. As your child progresses he can also be taught left and right directions by teaching him to set the table.

   a. He can easily learn that the fork is placed on the left side of the plate and the knife and spoon on the right side. Gradually placing the glass and the napkin can be added as he learns.

   b. Let him count the number of people eating and the number of plates he will need. Vary the number of plates you give him and let him figure out if he needs more plates or if he has too many. This will help him learn to add and subtract.

What's Cooking?

3. Unpack the groceries together -

   a. Count the cans that have been bought.

   b. Place the cans that are alike together.

   c. Read the pictures on the cans and boxes. Find the words that tell what it contains.

   d. Examine the letters.

   e. What letter does it begin with?

   f. End with?

   g. As the sounds are introduced, ask what the beginning sound is.

h. Which group contains the most?

4. Teaching shapes and sizes - Begin with round shapes.

   a. Examine round plates - dinner, salad plates, dessert plates, paper plates, soup bowls, baskets, table, etc.

   b. As the round shape is explored, gradually look for the square, rectangle, etc. in other rooms of the house.

   c. An interesting game to play is to have your child visit each room and name or list each shape found in the home, such as:

square	round	rectangle
table	lavatory	bed
	clock	door

   Help your child learn to recognize and name these shapes!

5. Estimating distances -

   a. Count the steps from the table to the sink and talk about the distance. Practice the same task with other items in the kitchen.

   b. Talk about which item is closer, farthest away.

   c. As progress is made, estimate the distance from the table to the bed, etc.

   d. Introduce measurement by ruler, tape measure, etc., later.

   e. Can you estimate how many miles it is from the house to your grocery store? Let's find out and lead into measurement of miles.

6. Machines - What is a machine? What machines are used in the kitchen?

   a. Explore and talk about the items in your kitchen.

   b. Help your child learn the name of each item and what it is used for.

c. Later, names of machines will be discussed and matched to items. Begin with:

Lever - (fork, spoon, etc.)

Wedge - (knife)

Wheel - (mixer)

Inclined plane - (steps, etc.)

d. How many of each can you find in the house? This could be a good time to emphasize biggest and smallest.

7. Let's Measure and Cook! - As your children cut their teeth on the colorful measuring spoons and measuring cups, they can gradually be led to see the difference in sizes. You have seen them measure and pour in the sandbox. Now, in the kitchen, let them experiment and learn what the measurements really are.

a. Let them practice 1/2 and 1 cup. Use water for liquid measurement, and dry peas for dry measurement.

b. Let them learn that to share an apple for two, it is to be cut in halves. When they understand 1/2, you might teach them 1/4, etc. Each idea should be used in the kitchen while it is being learned.

c. Later, a pie can be cut into six parts for the family to share so that they gradually learn fractions.

d. Let them gradually learn to list what is needed to be bought in order to use a recipe.

e. Let your child help you cook by following the directions of a simple recipe. (An adult can read the directions aloud if your child is too young to read them.)

Following directions is an important skill for your child to learn! So come on and let's cook some grub for chow time for the family!

EGG CARTONS HELP TEACH!

Egg cartons are always found around the home and are colorful and useful.

1. Use for storing letters and numerals cut from magazines and newspapers, etc. Label the outside with contents for easy storage.

2. Write a numeral in the bottom of each section - left to right and in sequence.

   a. Give your child a box of materials such as old buttons, small rocks, dry beans, tooth picks, coins, etc. The child is to put the correct number of objects in the bottom of each section. (One object in the numeral section, etc.)

   b. When the child is able to do this correctly, he can move to another carton where the numerals have been mixed up, and continue to repeat the learning process.

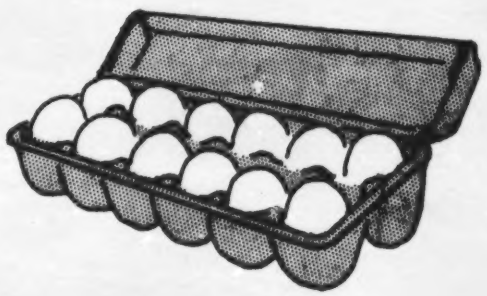
   c. Write combinations of numerals or single numerals on a card or small piece of paper. The child is to find the answer and place in the proper slot. Example: 2 + 2 would be placed in the 4 slot, etc.

   d. As the child progresses, the cards can include subtraction and multiplication. Place a rubber band around the cards and store for a later game.

3. Use a carton and write a letter of the alphabet in capitals in the bottom of each section - starting with A-Z in order from left to right.

   a. Give your child a box containing the letters of the alphabet (in small letters). Let him put the matching letters in the correct slot.

   b. For a very young child you may begin by matching capital letters and then move to smaller letters.



c. This idea can also be used for matching pictures with the beginning sound to the letter in the carton. Move to ending sounds and match.

4. For practice in blends, mark blends in the bottom section of egg carton and play Blend Toss.

   a. The child will toss a button or bean into the carton. He then says a word that begins with the blend in which the object landed.

bl	cl	cr	br	str	spr
pl	tr	dr	pr	fr	gr

Suggested Words

frog	grape
break	trick
great	prince
spring	true
stripe	block
plane	close
crack	drink

TAKING A VACATION? LET'S LEARN!

Many skills can be learned or expanded while you are enjoying a vacation! Take advantage of the time you are traveling to build some of these skills:

1. For a young child, a game to enjoy is learning to recognize the numerals on license plates.

   a. You call out a number and ask him to look until he finds one.

   b. You can vary the game by changing from numerals and asking him to find certain letters on the plates.

   c. The older child might enjoy identifying the different counties or states on license plates. He may keep score and list them and total them when the game is over.

   d. Encourage him to learn the abbreviation for the state.

   e. Carry an easy-to-read map along or a study puzzle of the United States and let your child locate the states seen on the license plates on the map and mark them in color or place the states on the puzzle.

   f. At the end of the trip, let him total the number of states he's marked.

2. Use this time to help your child broaden his horizons. Help him to really "see" the world around him.

   a. Point out things in the immediate surroundings, such as the plants and animals.

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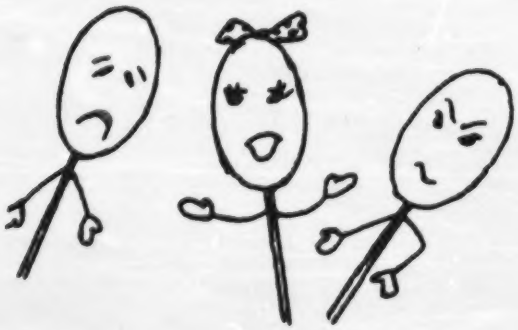
b. Discuss these things, name and touch them when possible, discuss what they are used for, etc.

c. Listen to your child's reaction and the ideas he expresses.

3. Select some activities that fit your child's interest and level of development instead of gearing every plan for the adult.

a. Collect brochures and postcards of sites visited and make a scrapbook. (See Appendix 8 and 9)



Mastery List For First Grade Level Reading

Dolch Sight Words

and	*you	stop	*what	gave
*of	with	thank	*where	give
big	*look	then	*around	going
we	play	ate	*could	had
a	away	be	take	has
up	*all	*said	before	*there
can	am	*saw	by	just
for	*are	*want	call	*were
funny	at	*work	us	know
get	black	eat	think	let
go	but	cold	*walk	*who
*to	came	*laugh	if	why
see	did	*one	into	many
green	do	*now	*long	wish
that	fast	please	made	may
have	*good	*they	*once	them
*the	he	three	old	much
help	like	*two	or	*soon
here	*new	*too	*from	must
I	no	*was	four	sleep
in	blue	white	her	never
is	on	yellow	him	open
it	*come	will	his	*our
jump	*out	yes	*how	over
little	*put	your	*every	pretty
make	ran	as	*far	*round
me	say	ask	when	*show
my	she	*brown	very	sing
not	*some	*about	*first	use
red	*down	after	five	got
ride	find	*again	fly	goes
run	this	an	*found	*does

* Phonetically irregular vowels

Child's development doesn't end with school year

More and more educators are urging parents to become involved in their children's learning experiences. That includes more than just making sure they do their homework. Advertiser education writer Cynthia Smith has arranged with a number of education specialists throughout Alabama to share ideas on how parents can help their children continue to learn through the summer.

By CYNTHIA SMITH
Advertiser Staff Writer

Parents are taking a more active interest in their children's schools and are finding there are many areas in which they can help at home, said Dr. Bobbie Walden of the state Education Department.

To help those parents get into the teaching habit, the Community Education division of the state Department of Education, which Dr. Walden heads, offers parenting programs in several of the 42 school systems with Community Education programs.

Dr. Walden said the programs are successful.

The first thing parents are told after entering one of the classes is "You can do it," Dr. Walden said. Parents usually need to build more confidence in themselves, she added.

She explained that many parents do not realize how much they teach their children in the home or how many opportunites they have to teach their sons and daughters without the confines of the classroom.

Dr. Walden added that finding the time to spend time with their children is often harder for parents than working with the child.

"It's very easy to work with a child, but the parent has to set an example," she said.

Dr. Walden asked, "How can you expect your child to read and love books if they never see you read?"

Reading can be encouraged, through example, by parents who read.

For example, Dr. Walden said parents can "make an important occasion" of getting a library card.

Parents with poor reading ability can help their child in other ways, she said.

They can select simple books and read aloud to young children, have the youngster read aloud to them and use games that encourage reading.

As well as being a role model, the parent can also help his child establish television watching habits, she said.

Dr. Walden advised parents to "be selective" about what the family watches.

"Encourage your child to watch the news and then discuss what they've seen. You'll be amazed by what they learn," she said.

Parents can also encourage their children to compare what they've seen on TV to what is in the daily newspaper, she said.

A pilot program for parents in Pike County is making similar suggestions, she said.

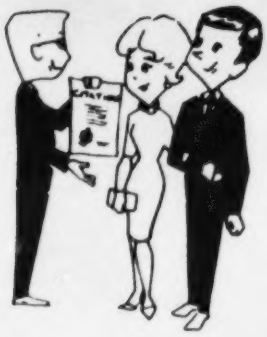
The program was developed to show parents that they can help their child and to give them suggestions on how they can help.

The program, she said, "helps the parent become more aware of their importance as a teacher and enables them to get involved in practical ways in their children's education."

Teachers can't do it all, she said, echoing teachers and educators around the state.

Children are in school for less than eight hours a day, Dr. Walden said. A family's affect on the child is usually much greater than that of the school.

Dr. Bobbie Walden, Director
Community Education Section
of the State Dept. of Education
Montgomery, Alabama
Montgomery Advertiser
June 22, 1981

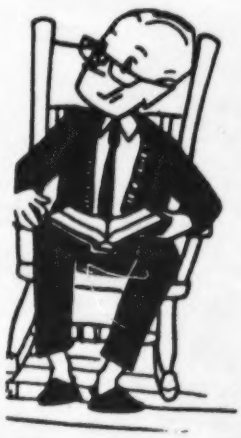


Dear Parents,

We're counting on you as we have through all the years! Help us to teach your child, to make learning fun and challenging.

Show your child you love him. Listen to him! Talk a lot! Hug him, laugh, and let him know you believe in him as we join hands in instilling in him a love of learning!

". . . be sure to set a good example. If you are interested in learning, your child probably will be, too. Learning is a skill, and like other skills it improves with practice - so give your child the practice he or she needs to develop learning skills."[1]



1 A Parent's Guide, Helping Your Child Learn, National School Public Relations Association, 1979, Arlington, Virginia, p.9

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